

**PEMBELAJARAN *ORAL READING FLUENCY*
MELALUI PEMODELAN PROSODI BERBANTUAN TUTOR
BAGI SISWA SEKOLAH DASAR**

DISERTASI

diajukan untuk memenuhi sebagian syarat memperoleh gelar Doktor



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Pembelajaran *Oral Reading Fluency* Melalui Pemodelan Prosodi Berbantuan Tutor bagi Siswa Sekolah Dasar

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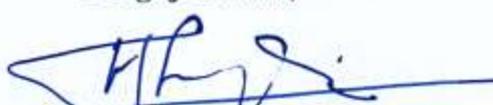
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ABSTRAK

Tujuan penelitian pengembangan ini dilakukan untuk menghasilkan model pembelajaran *oral reading fluency* melalui pemodelan prosodi berbantuan tutor dalam pembelajaran membaca lancar di sekolah dasar. Metode penelitian *education design research* dilakukan dengan model penelitian pengembangan Plomp (*preliminary research, prototyping phase, dan assessment phase*). Partisipan penelitian yang dilibatkan, yaitu siswa dan guru kelas tiga di sekolah dasar provinsi Sumatra Barat. Data dikumpulkan menggunakan instrumen tes kemampuan membaca lancar hasil validasi pakar, lembar panduan wawancara, dan angket observasi terhadap tujuh guru praktisi dari enam sekolah dasar dengan banyak keseluruhan siswa mencapai 167 siswa. Hasil penelitian menunjukkan bahwa: (1) kemampuan awal membaca lancar siswa tergolong rendah akibat wabah covid-19 dan kesalahpahaman konsep membaca lancar; (2) Sintaks model pembelajaran *oral reading fluency* yang diciptakan, yaitu: terka, pemodelan prosodi, tutor awal dekoder dan prosodi, membaca mandiri, dan komunikasi; (3) Respon guru dan siswa sekolah dasar terhadap model pembelajaran *oral reading fluency* melalui pemodelan prosodi berbantuan tutor yang diciptakan tergolong praktis; (4) Kemampuan membaca lancar siswa meningkat setelah menerapkan model pembelajaran *oral reading fluency* melalui pemodelan prosodi berbantuan tutor. Model pembelajaran *oral reading fluency* melalui pemodelan prosodi berbantuan tutor dapat digunakan di kelas rendah sekolah dasar dengan tahap pembelajaran yang sederhana dan memberikan pengalaman belajar yang nyaman karena sumber belajar sebagian besar bersama teman sebaya.

Kata kunci: model pembelajaran; *oral reading fluency*; pemodelan prosodi berbantuan tutor; membaca lancar; sekolah dasar

ABSTRACT

This development research aimed to produce an oral reading fluency learning model using the prosodic modeling method assisted by a tutor in learning to read fluently in elementary schools. The research method of education design research uses the Plomp development research model (preliminary research, prototyping phase, and assessment phase). The research participants involved were students and third-grade teachers at elementary schools in the West Sumatra province. The data were collected using the test instrument for reading fluency results from expert validation, interview guide sheets, and observation questionnaires for seven practicing teachers from six elementary schools. The total number of students reached 167 students. The results showed that the development of an oral reading fluency learning model using the prosodic modeling method assisted by a tutor in learning to read fluently in elementary schools described: (1) students' initial ability to read fluently was low due to the covid-19 outbreak and misunderstanding of the concept of fluent reading; (2) The syntax of the oral reading fluency learning model was created, namely: guessing, prosodic modeling, early tutors for decoding and prosody, independent reading, and communication; (3) The responses of teachers and elementary school students to the oral reading fluency learning model based on the tutor-assisted prosody modeling method are quite practical; (4) Students' reading fluency increased after applying the oral reading fluency learning model based on the tutor-assisted prosody modeling method. The oral reading fluency learning model based on the tutor-assisted prosodic modeling method can be used in the lower elementary school grades with a simple learning stage and provides a comfortable learning experience because most of the learning resources are with peers.

Keywords: learning model; oral reading fluency; tutor-assisted prosodic modeling; fluent reading; primary school

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